Final 1990 Budget Yields E.D. $24.15-Billion Total

By Julie A. Miller

WASHINGTON—Peering through the slowly settling dust kicked up by the intense political battle over the 1990 budget, Education Department officials last week concluded that their agency would receive $24.15 billion for its programs this year.

Arriving at that seemingly straightforward figure, however, required a tortuous journey through the federal budget labyrinth.

The starting point was the appropriations bills, which allotted $24.42 billion for department programs.

Across-the-board spending cuts included in the budget-reconciliation agreement that President Bush was expected to sign last week, however, sliced $266.1 million from that total.

That cut represents about 1.1 percent of the department's budget, while the reconciliation bill called for a 1.4 percent "sequester."

The primary reason for that disparity is that cuts under the formula used by the Gramm-Rudman-Hollings deficit-reduction law are computed from a "baseline," which consists of 1989 spending levels plus an inflation adjustment. But the reductions are then subtracted from the amounts included in appropriations bills, in which many education programs received increases in excess of the inflation rate.

Ax Fell Unevenly

Moreover, the Gramm-Rudman ax does not fall evenly on all programs—even those in the same agency.

The Stafford Student Loan program is not subject to automatic cuts, but savings are obtained through "special rules" that increase fees and decrease subsidies.

Cuts also are based on outlays—the amount actually spent in a given year—creating differences between programs whose money is spent on different schedules.

Finally, cuts are taken from "accounts" that may include several programs, affecting the fate of specific programs differentially.

For example, programs supporting migrant education and vocational-education research are cut by an identical $97,000 under the sequester, although the migrant-education program received an appropriation $872,000 higher. That is because the migrant program is in the same "account" as the Chapter 1 programs, which received a huge increase.

The 1.4 percent sequester was taken from the "baseline" for the entire "compensatory education" account, which is about $4.76 billion. But the sequester amount, $66.4 million, was subtracted from the account's appropriation of $5.43 billion and distributed proportionately among programs in the account. Therefore, the $854-million increase in Chapter 1's appropriation blunted cuts for the entire account.

A few programs, such as bilingual education and impact aid, were not reduced at all from the appropriated levels. Those appropriations are less than the amount left when a 1.4 percent cut is taken from their baseline amounts, in which case the appropriated levels are allowed to stand.

Chapter 2 block grants and mathematics and science grants were cut below 1989 levels because, while their appropriations were low, the "school-improvement programs" category as a whole—which includes drug efforts—received an increase.

The increase for anti-drug programs, like the Chapter 1 rise, blunts cuts for other programs in the category. But Chapter 2 would have fared better in its own category, as it received no more than it did in 1989 and would have been protected from cuts.

AFFORDABLE!

If your nonprofit organization is operating on a tight budget yet needs to reach a broad section of America's educators, Education Week's FORUM is your answer. For far less than it would cost you in postage, you can send your message to the most influential group in American education.

EFFECTIVE!

Your message will reach a cadre of education leaders who are dedicated to their profession. The professionals and policymakers who subscribe to American education's newspaper of record depend on Education Week for up-to-the-minute, objective coverage of the ideas and events in education. They read the FORUM section because they know that the policies and reports of education organizations are addressing the issues and problems they must deal with as leaders.

FORUM is easy for you to use. Each week brings you a new opportunity to publish your report, speech excerpt, policy statement, research finding, or annual report in Education Week. In fact, your statement can appear in Education Week's FORUM as quickly as twelve days after we receive your copy. Or with a little more time, we can typeset your FORUM.

CALL TODAY!

With all these benefits available, it makes sense to make FORUM a part of your communications process. For more information on rates, sizes, and type specifications, contact Mari Hotchkiss, FORUM Department, Education Week, 4301 Connecticut Avenue NW, Suite 432, Washington, DC 20008, (202) 686-0800.

EDUCATION WEEK

DATABANK

Final Education Department Budget for Fiscal 1990

	FY 1989 Comparable	FY 1990 Administration Request	FY 1990 Original Appropriation	FY 1990 Sequester	FY 1990 Final Appropriation
			(in thousands)		
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Grants to local educational agencies:					
Basic grants	$3,853,200	$3,900,000	$4,427,250	$54,104	$4,373,146
Concentration grants	172,900	262,988	400,000	4,888	395,112
Capital expenses for private-school students	19,760	19,760	26,000	318	25,682
Even start	14,820	14,820	24,500	299	24,201
State agency programs:					
Migrant	271,700	280,938	285,938	3,494	282,444
Handicapped	148,200	148,200	148,200	1,811	146,389
Neglected and delinquent	31,616	34,778	33,197	406	32,791
State administration	40,508	40,508	50,797	621	50,176
State program improvement	5,686	7,557	12,699	155	12,544
Evaluation and technical assistance	7,904	12,000	12,000	147	11,853
Rural technical-assistance centers	3,952	—	4,500	55	4,445
Total, Chapter 1	**4,570,246**	**4,721,549**	**5,425,081**	**66,298**	**5,358,783**
Migrant education:					
High-school-equivalency program	7,410	7,410	7,955	97	7,858
College-assistance migrant program	1,482	1,482	1,741	21	1,720
Merit schools, proposed legislation	—	250,000	—	—	—
TOTAL	**4,579,138**	**4,980,441**	**5,434,777**	**66,416**	**5,368,361**
IMPACT AID					
Maintenance and operations:					
Payments for 'a' children	558,220	578,316	578,500	—	578,500
Payments for 'b' children	135,356	—	123,500	—	123,500
Payments for federal property (Section 2)	14,820	15,354	15,354	—	15,354
Disaster assistance (Section 7)	—	10,000	—	—	—
Construction	24,700	25,590	14,998	—	14,998
TOTAL	**733,096**	**629,260**	**732,352**	**—**	**732,352**
SCHOOL IMPROVEMENT PROGRAMS					
Educational improvement partnerships (Chapter 2):					
State block grants	462,977	477,218	461,477	5,760	455,717
Evaluation	—	1,500	1,500	19	1,481
National Programs:					
National Diffusion Network	11,066	11,200	13,000	163	12,837
Inexpensive book dist. (inc. RIF)	8,398	8,684	8,684	108	8,576
Arts in education	3,458	3,582	3,900	49	3,851
Law-related education	3,952	3,952	5,000	62	4,938
Blue-ribbon schools	889	1,100	500	6	494
Total, Chapter 2	**490,740**	**507,236**	**494,061**	**6,167**	**487,894**
Drug-free schools and communities:					
State grants	287,730[1]	297,513	466,685[2]	5,825	460,860
Teacher training	7,000[1]	7,238	14,738[2]	184	14,554
National programs	59,770[1]	86,802	63,630[2]	794	62,836
National Commission on Drug-Free Schools	—	—	1,000	12	988
Strengthening teaching and administration:					
Mathematics and science education	137,332	142,001	137,332	1,714	135,618
Fund for the improvement and reform of schools and teaching					
Grants for schools and teachers	3,952	3,952	3,964	49	3,915
Family-school partnerships	1,976	1,976	4,500	57	4,443
Alternative teacher/principal certification, proposed legislation	—	25,000	—	—	—
Presidential awards for excellence in education, proposed legislation	—	7,600	—	—	—
Territorial teacher training	1,976	1,568	1,784	22	1,762
Leadership in Ed. Administration (LEAD)	4,306	3,894	3,894	49	3,845
Christa McAuliffe fellowships	1,892	1,956	1,956	24	1,932
Magnet-schools assistance	113,620	114,620	114,620	1,431	113,189
Magnet schools of excellence, proposed legislation	—	100,000	—	—	—
Fund for innovation in education	11,1 /0[3]	15,678	19,178	239	18,939
Technology education demonstrations	—	—	1,000	12	988
Javits gifted and talented education	7,904	7,904	9,000	112	8,888
Education of homeless children and youth	4,634	7,498	7,498	94	7,404
Women's educational equity	2,949	—	2,125	27	2,098
Training and advisory services (Civil Rights IV- A)	23,443	23,443	21,722	271	21,451
Dropout-prevention demonstrations	21,736	—	—	—	—
Secondary basic-skills demonstrations	—	—	5,000	62	4,938
Educational partnerships	—	—	3,750	47	3,703
General assistance to the Virgin Islands	4,730	4,891	4,446	55	4,391
Ellender fellowships	3,458	—	3,750	47	3,703
Follow through	7,262	—	7,262	91	7,171
Star schools	14,399	—	15,000	187	14,813
Native Hawaiian Education Act	4,940	—	6,500	81	6,419
TOTAL	**1,217,099**	**1,380,779**	**1,414,395**	**17,853**	**1,396,742**
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION					
Bilingual programs	110,761	115,797	115,779	—	15,779
Support services	10,772	10,903	10,838	—	10,838
Training grants	30,413	30,413	31,913	—	31,913
Immigrant education	29,640	30,648	30,144	—	30,144
Refugee education	15,808	16,345	—	—	—
TOTAL	**197,394**	**204,106**	**188,674**	**—**	**188,674**
EDUCATION FOR THE HANDICAPPED					
State grants:					
Grants to states, general	1,475,449	1,525,614	1,564,017	21,407	1,542,610
Preschool grants	247,000	247,000	255,000	3,490	251,510
Grants for infants and families	69,831	72,205	80,624	1,104	79,520
Special-purpose funds:					
Deaf-blind and other severely handicapped projects	19,486	19,486	20,657	283	20,374
Early-childhood education	23,147	23,147	24,096	330	23,766
Secondary and transitional services	7,284	7,284	8,100	111	7,989
Postsecondary programs	5,770	5,770	6,600	90	6,510
Innovation and development	17,026	17,026	20,100	275	19,825
Media and captioning services	13,403	13,403	15,403	211	15,192
Special-education technology	4,730	4,730	5,500	75	5,425
Special studies	3,594	3,594	3,594	49	3,545
Special ed. personnel development	67,095	67,095	71,985	985	71,000
Recruitment and information clearinghouses	1,135	1,135	1,500	21	1,479
Regional resource centers	6,338	6,338	6,600	90	6,510
TOTAL	**1,961,288[4]**	**2,013,827**	**2,083,776**	**28,521**	**2,055,255**

	FY 1989 Comparable	FY 1990 Administration Request	FY 1990 Original Appropriation	FY 1990 Sequester	FY 1990 Final Appropriation
			(in thousands)		
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
State grants:					
Vocational rehabilitation state grants	1,450,000	1,510,900	1,550,000	21,502	1,528,498
Supported employment state grants	27,227	27,868,	27,976	346	27,630
Client assistance	7,775	7,959	8,000	99	7,901
Service and demonstration projects:					
Special demonstration program	17,200	16,994	32,674	405	32,269
Supported employment projects	9,520	9,406	10,000	124	9,876
Model transition grants	475	—	—	—	—
Recreational programs	2,620	—	2,620	32	2,588
Migratory workers	1,100	1,087	1,100	14	1,086
Projects with industry	17,350	17,142	19,000	235	18,765
Helen Keller National Center	4,900	4,841	5,000	62	4,938
Independent living:					
Comprehensive services	12,678	12,977	13,100	162	12,938
Centers	26,000	25,688	27,000	334	26,666
Services for older blind	5,700	5,632	5,900	73	5,827
Training	30,500	30,134	31,500	390	31,110
National Institute on Disability and Rehabilitation Research	53,525	52,883	55,000	682	54,318
Technology assistance	5,150[4]	10,650	15,000	186	14,814
Evaluation	1,000	1,000	1,000	12	988
TOTAL	**1,673,220**	**1,735,161**	**1,804,870**	**24,658**	**1,780,212**
INDIAN EDUCATION[5]					
TOTAL	71,553	74,168	74,049	1,838	72,611
VOCATIONAL AND ADULT EDUCATION					
Vocational education:					
New program, proposed legislation	—	942,239	—	—	—
Basic grants	831,566	—	862,535	11,775	850,760
Community-based organizations	8,892	—	11,000	150	10,850
Consumer and homemaking education	33,118	—	34,650	473	34,177
State councils	7,904	—	8,052	110	7,942
National programs	26,005	—	23,333	319	23,014
Bilingual vocational training	3,771	—	3,000	41	2,959
Permanent appropriation (Smith-Hughes Act)	7,148	7,148	7,148	100	7,048
Adult education	162,210	172,665	197,970	2,702	195,268
TOTAL	**1,080,614**	**1,122,052**	**1,147,688**	**15,670**	**1,132,018**
STUDENT FINANCIAL ASSISTANCE					
Pell grants	4,493,915	5,282,000[6]	4,871,000	66,522	4,804,478
Guaranteed student loans	4,066,828[7]	3,729,911[8]	3,826,314	12,482	3,813,832
Supplemental educational opportunity grants	437,972	452,863	465,000	6,350	458,650
Work-study	610,097	610,097	610,097	8,332	601,765
Income-contingent loans	4,940	20,000	10,000	137	9,863
Perkins' loans:					
Federal capital contributions	183,507	—	137,000	1,871	135,129
Loan cancellations	22,000	22,000	22,000	300	21,700
State student incentive grants	71,889	—	60,000	819	59,181
TOTAL	**9,891,148**	**10,095,871**	**10,001,411**	**96,813**	**9,904,598**
HIGHER-EDUCATION PROGRAMS					
TOTAL	**565,729**	**550,037**	**632,736**	**8,205**	**624,531**
COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS					
TOTAL	31,315	5,129	35,129	—	35,129
EDUCATION RESEARCH AND STATISTICS					
Education research	47,079	50,960	56,055	660	55,395
Statistics	21,736	25,320	25,320	298	25,022
National Assessment of Educational Progress (NAEP)	9,386	12,050	15,000	176	14,824
Education achievement experiments	—	13,000	—	—	—
TOTAL	**78,201**	**101,330**	**96,375**	**1,134**	**95,241**
LIBRARIES					
Proposed legislation:					
Services to the disadvantaged	—	91,000	—	—	—
Resource sharing	—	45,000	—	—	—
Research and assessment	—	1,200	—	—	—
Public libraries:					
Services	81,009	—	82,505	—	82,505
Construction	22,324	—	18,900	—	18,900
Interlibrary cooperation	19,102	—	19,551	—	19,551
Training and demonstrations	709	—	855	—	855
Research libraries	5,675	—	5,738	—	5,738
Library literacy programs	4,730	—	5,365	—	5,365
College library technology	3,651	—	3,732	—	3,732
TOTAL	**137,200**	**137,200**	**136,646**	—	**136,646**
PAYMENTS TO SPECIAL INSTITUTIONS					
American Printing House for the Blind	5,345	5,537	5,740	77	5,663
National Technical Institute for the Deaf	33,326	35,553	36,553	483	36,070
Gallaudet University	65,998	68,850	68,600	957	67,643
Howard University	178,973	184,904	182,446	—	182,446
TOTAL	**283,642**	**294,844**	**293,339**	**1,517**	**291,822**
DEPARTMENTAL MANAGEMENT					
Program Administration	250,464[9]	282,446	276,946	3,643	273,303
Office for Civil Rights	41,635	45,178	45,178	606	44,572
Office of the Inspector General	18,619	22,000	23,381	271	23,110
TOTAL	**310,718**	**349,624**	**345,505**	**4,520**	**340,985**
TOTAL, EDUCATION DEPARTMENT	**$22,801,355**	**$23,653,820**	**$24,422,322**	**$266,145**	**$24,156,177**

Footnotes

[1] The amounts listed include $107.5 million in supplemental funds added by the Anti-Drug Abuse Act of 1988, as follows: $83.2 million for state grants; $7 million for teacher training; and $17.3 million for national programs.
[2] Includes an additional $179.5 million for provided emergency drug funding in the Department of Transportation Appropriations Act as follows: $170 million for state grants; $7.5 million for teacher training; and $2 million for national programs.
[3] Does not reflect $4.5 million in unobligated balances from fiscal year 1985 and 1986 to be made available in 1989 for the Fund for Innovation in Education, $1 million of which is set aside for technology education.
[4] Adjusted for comparability. Funds were provided under the Education for the Handicapped account.
[5] These funds are for Education Department programs only.
[6] Reflects estimated savings of $174 million related to the proposed default initiative. Without the effect of proposed savings, the total Pell Grant estimate is $5,436 million.
[7] Includes $892.4 million in supplementals needed to meet fiscal year 1988 program costs.
[8] Reflects estimated legislative savings of $97.4 million. The Guaranteed Student Loan estimate without savings is $3,826.3 million.
[9] Includes a 1989 supplemental of $500,000.

SOURCE: U.S. Education Department

Court Won't Review Case Requiring School for All

Continued from Page 1

setts, New Hampshire, Puerto Rico, and Rhode Island.

The plaintiff in the case has been severely handicapped from his birth two months prematurely in December 1975. School officials in the Rochester district contended they were not required to pay the $15,000-a-year cost of educating him because he was incapable of learning "even the most rudimentary skill."

"Timothy has consistently exhibited profound mental and developmental retardation, deafness and blindness, a persistent convulsive disorder, and severe cerebral palsy," the district said in a brief filed with High Court. "He is virtually immobile, suffers from spasticity, and has contracted joints, dislocated hips, and scoliosis."

But the boy's mother and therapists testifying in a lower-court trial described the boy's abilities differently. They said he sees bright light, smiles when happy, cries when sad, and responds to touching and talking.

The First Circuit Court ruled in May that the Education for All Handicapped Children Act, P.L. 94-142, mandates that "all children, regardless of the severity of their handicap, are entitled to a public education."

"It is the state's responsibility to experiment, refine, and improve upon the educational services it provides to handicapped children," the appellate court said, "and not to exclude handicapped children if there is no proof that they can benefit from the existing program that a state might offer at a particular time."

"Any time you start to exclude anybody from education, you start to embark on a very dangerous road," Ronald K. Lospennato, the lawyer for the Disabilities Rights Center Inc. who represented the boy, added last week.

Non-Educational Services

The Court's decision to leave the appellate ruling intact drew applause from groups promoting the rights of disabled children and adults.

But Gwendolyn H. Gregory, deputy general counsel for the National School Boards Association, which filed a friend-of-the-court brief in the case, took a different view. She said the decision left untouched by the Court had set a dangerous precedent.

"It gives the courts language which might require expanding related services," such as occupational and physical therapy, she said. "We don't have enough money as it is—let alone to have to pay for non-educational services."

Previous court rulings in other cases have held that schools must provide related services only if they are necessary in order for a child to benefit from special education, added Gerald K. Zelin, the lawyer for the New Hampshire district. But the appeals court in this case made no distinction between special education and related services, both Mr. Zelin and Ms. Gregory said.

> School groups worry about implications of appellate ruling.

As part of the boy's "educational needs," it listed, for example, "postural drainage, motion exercises, sensory stimulation, positioning," and other assistance generally provided by therapists as related services.

The N.S.B.A. was joined in its brief by the American Association of School Administrators. Among others supporting the school officials' position were the International City Management Association, the National Conference of State Legislatures, the National League of Cities, and the U.S. Conference of Mayors.

Still at issue in the case is $175,000 in damages being sought by the boy's mother. That lawsuit is pending in a federal district court.

In other action last week, the Supreme Court heard oral arguments in two cases centering on adolescents' access to abortion. The cases could resolve the uncertainty surrounding the constitutionality of parental-notification laws and other restrictions aimed at young people. *(See Education Week, Nov. 29, 1989.)*

Cavazos Stresses Choice Initiative Is Not at Odds With Local Control

Continued from Page 19

the President's message in areas of education."

Expanding on his earlier statements that choice should be linked with school-based management, the Secretary said it is "critical" that the strategies be paired.

"If you don't have site-based management," he said, "it really doesn't give you much reason to have choice."

"I see choice as a mechanism for creating parent access to school systems . . . [and] giving parents and teachers more say about the educational process," he said. "You probably will get a certain amount of competition, but that should not be the thrust."

President Bush gave a similar message in videotaped remarks delivered at the beginning of the conference.

"Choice and school-based management are needed because they they will liberate our educators and school boards to create improved and distinctive schools," the President said.

"These reforms will free our schools from bland conformity, and will allow them to build on the strengths of America's diversity," he added.

Mr. Klenk said the Education Department's office of educational research and improvement plans to compile a report on the choice meetings detailing the lessons learned from existing plans.

He said the department will conduct research on the effects of current choice plans and provide assistance to states and districts considering adopting such measures.

This Week's Forum: Page 25

EDUCATION WEEK

American Education's Newspaper of Record | Volume IX, Number 15 · December 13, 1989 | *© 1989 Editorial Projects in Education / $2.50*

Public Schools Embrace Montessori Movement

Critics Fear Principles Will Become Diluted

By Deborah L. Cohen

Propelled by a timely combination of "child-centered" principles and cachet among parents, the 90-year-old Montessori movement is undergoing what some describe as a "renaissance" in public schools.

Although private schools remain the primary settings for Montessori instruction in the United States, the philosophy and methods identified with the movement have spread rapidly in the public system during the 1980's.

First embraced by public educators in the mid-1970's as a theme for magnet programs designed to spur desegregation, the approach is now being used in about 110 public schools in 60 districts. Some 14,000 pupils were enrolled as of last year.

Many districts are expanding their programs into additional classrooms and schools, and five to seven new districts begin programs each year, according to the North American Montessori Teachers Association.

"It's one of the most exciting things that's happened to Montessori," said Sandra Sommer, principal of the Sands Montessori School in Cincinnati, which offered the first magnet program based on the approach.

Ms. Sommer and other proponents say the "renaissance" is helping extend Montessori's benefits to a broader mix of students, and they argue that public

Continued on Page 14

Mitchell Elementary School in Denver offers one of a growing number of Montessori programs in public schools.

New Study Finds A Gender Gap In Teachers' Salaries

Levels of Experience, Education Considered

By Ann Bradley

Women high-school teachers nationwide earn an average of $2,300 to $3,300 less than their male counterparts, a new study has found.

Moreover, according to the study's authors, even when differences in educational attainment, experience, field of teaching, and other factors that could justify lower pay are taken into account, women continue to earn less than men.

The survey included teachers in public, private, and Catholic high schools. In each type of school, women teachers were paid less than men, the study found.

When education and other factors are accounted for, women teachers in public high schools were found on average to earn $1,134 less than their male colleagues. In Catholic schools, women teachers were paid $1,670 less, and private-school women teachers made $2,582 less, the study found.

Valerie E. Lee, assistant professor of education at the University of Michigan, together with Julia Smith, a research assistant, examined salary data from a random sample of 8,894 teachers in 377 high schools compiled during the 1983-84 school year as part of the U.S. Education Department's ongoing *High School and Beyond* study. The sample included 309 public schools, 47 Catholic schools, and 21 private schools.

Ms. Lee said she conducted the study to test the "common belief" that teaching is one of the few professions in which men and women are paid equally.

Continued on Page 12

NAEP Ponders Plan To Develop National Performance Goals

By Robert Rothman

WASHINGTON—The governing board of the National Assessment of Educational Progress is considering a plan to set national goals for student performance in the subject areas it tests.

The proposal, presented to board members late last week, is aimed at complementing the effort by President Bush and the nation's governors to set national goals for schools, officials said. If it is approved, it could go into effect with next year's assessment of 8th-grade mathematics.

Under the plan, the board would determine the skills and knowledge, as measured by NAEP test items, that ought to be mastered at each grade level in each subject area. When test results are released, board members will indicate the proportion of students tested who met the standard.

Chester E. Finn Jr., the board's chairman, said the effort would represent a "historic breakthrough."

"Eventually, this will translate into a definition of what grade-level performance in math really does mean," he said. "It will result, I hope, in a consensus about what is the least 8th graders should do in math to handle high-school level math."

Board members remain divided over

Continued on Page 21

Chicago School-Bus Drivers' Arrest Exposes Screening-Law 'Loophole'

By Lisa Jennings

The arrest last week of 16 Chicago school-bus drivers who allegedly sold drugs along their routes has exposed what law-enforcement officials say is a loophole in many state laws requiring potential school employees to be screened for prior criminal convictions.

According to Illinois officials involved in Operation SKID—the undercover investigation known as School Kids in Danger, which produced the arrests last week—state legislators' efforts to strengthen child-protection laws fell short in this instance because inadequate attention was given to private firms under contract to schools.

Thirty-two private companies provide the Chicago Public Schools with all transportation services. Yet, under the Illinois law requiring screening for all applicants for jobs working with children, sources said, the responsibility for conducting private firms' screenings is unclear.

Illinois law-enforcement officials charged, in addition, that convicted felons are slipping into the school system through

Continued on Page 13

California District Makes Choice Initiative Centerpiece of Plan To Reinvigorate Schools

By William Snider

RICHMOND, CALIF.—As superintendent of schools in Montclair, N.J., in the 1970's, and later in Raleigh, N.C., Walter Marks became a fan of magnet schools as a means of encouraging parents to voluntarily enroll their children in desegregated schools.

Long before the current debate on parental choice, Mr. Marks wondered whether the magnet-school concept could be used as the centerpiece of a districtwide reform program.

"I saw what happened with those magnet schools," he said recently, "and I always felt that, if every school could be a magnet school, it would really do something for education. I always wanted to do choice for educational reasons."

Board members here, recognizing that their district was falling further behind amid a statewide push for better schools, were receptive to new ideas.

So they lured Mr. Marks from what he called a "comfortable" life as superintendent of a much smaller district in Texas to this mid-size industrial town by offering him his dream: a chance to reinvigorate a troubled

Continued on Page 22

Calligraphy is one of the many electives offered by the Richmond, Calif., schools.

Publication Schedule

With this issue, *Education Week* begins a three-week break. The next issue will be dated Jan. 10.

The display-advertising deadline for that issue is Friday, Dec. 29. The Marketplace deadline is Tuesday, Jan. 2.

Also in the news

5 **'Saturn Schools' Winners**
Dade County, Fla., chooses five innovative new-school plans.

6 **'Internationalizing' Curricula**
One plan calls for a national endowment for foreign studies.

19 **Hill's New 'Mr. Education'**
Augustus F. Hawkins raises his public profile on the issue.

IN SUMMARY

Watching the Wall Ads
Schools need to review business-sponsored teaching materials and incentive programs for their educational value, the Association for Supervision and Curriculum Development says. **Page 5.**

A TV Show Grows Up
"Degrassi Junior High," a series that has attracted many teenage viewers to public television, switches its locale to a high school this season but keeps its emphasis on topical issues. **Page 8.**

Counseling 'Consultation'
A program to link teachers with counseling professionals is helping some schools cope with behavior problems that might otherwise require the intervention of a school psychologist. **Page 11.**

Vermonters Take Stock
Faced with a slowing economy and voter unrest over property taxes, policymakers in Vermont are pondering major changes in the way the state pays for its schools. **Page 16.**

White House Panel on Hispanics
President Bush last week announced the formation of a new task force to suggest goals and strategies for improving the educational attainment of Hispanics. **Page 18.**

National Goals Advance
The White House has picked up the pace of discussions on national education goals, and a set of draft goals could be sent to the governors as early as this week, observers said. **Page 21.**

Awards	26
Commentary	36
Computers	7
Deadlines	26
Events	26
Federal File	18
Letters	24
Marketplace	28
Media	8
State Journal	16
Teachers	10
Thinking About Education	23

FORUM
Sports: The Ultimate Vehicle for Mainstreaming
Statement on Page 25

EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $49.94 for 40 issues. Canada: $72.94 for 40 issues. Foreign: $114.94 (airmail) and $82.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume IX, Issue 15.

ACROSS THE NATION

NATIONAL

Students Say Athletics Is Top Scholarship Expectation

Athletics has overtaken academics as the top scholarship expectation of high-school seniors, according to a survey by the National Research Center for College and University Admissions.

The annual survey asks students what type of college scholarship—including academic, athletic, leadership, music, debate, or writing—they would most likely qualify for.

Academics and athletics have been the top two answers throughout the 1980's, according to the center. In 1980, for example, 19.2 percent of students surveyed said an academic scholarship, while 13 percent said an athletic scholarship.

In this year's survey, however, 16.2 percent of the 754,000 seniors who responded said an athletic scholarship, while 13.9 percent said an academic scholarship.

The survey results show that big-time college athletics creates a false impression among high-school students, according to Don Munce, president of the center. Colleges provide many more academic than athletic scholarships, he said, yet students have come to believe that athletics is their "ticket" to higher education.

STATES

Ga. Teachers Sue State Over Plan To Tax Retirement Benefits

Retired teachers in Georgia have filed suit against the state over its plan to tax retirement benefits.

In September, the state assembly passed legislation placing a tax on state employees' retirement pensions. That action came in response to a U.S. Supreme Court ruling last March requiring states to tax federal and state retirement benefits equally. *(See Education Week, April 26, 1989.)*

The suit in Georgia, filed jointly by the Georgia Association of Educators and the state employees' union, alleges that the retroactive tax is unconstitutional because it violates the contract between the state and its retirees.

It also claims the tax is unfair because it takes away property without adequate compensation.

Lawyers for state employees and teachers filed the class-action suit in Fulton County Superior Court in Atlanta Nov. 27. Defendants are the Teachers Retirement System of Georgia, the department of revenue, and the State of Georgia.

■ **A new statewide program in Maryland announced last week will link businesses with schools to secure part-time or summer jobs for all high-school students who meet certain standards.**

Joseph L. Shilling, the state superintendent—together with the state office of economic and employment development and the state chamber of commerce—plans to launch the program, called "Passport to the Future," in January.

Under the program, every student who maintains a C average and a 95 percent attendance rate, and who has no criminal record, will be issued a "passport" signifying that the standards have been met.

Businesses across the state will then give such students preferential treatment for part-time work. A "passport coordinator" in each school system will work with county economic-development officials to place students with passports in a job.

The program's goal, according to a spokesman for the state superintendent, is to help the estimated 22 percent of students who do not appear to be headed toward either college or a vocation.

Under the plan, businesses will be responsible for training the student in work ethics and interviewing skills, and for offering references.

Businesses in the program must encourage students to stay in school. If a student's attendance record or academic standing falls below a certain level, he or she will lose the job.

■ **Maryland should spend an additional $2 million on comprehensive reproductive health services for teenagers,** the Governor's Council on Adolescent Pregnancy has recommended.

The panel's survey of the state's 24 local health departments found that nearly all of the clinics providing reproductive services for teenagers are open less than 100 hours a month, and that a quarter of the specialized teenage clinics are open less than 5 hours a month.

Nearly half of the clinics do not offer walk-in services for teenagers seeking contraceptives, the survey found, and those seeking appointments often have to wait up to 30 days before seeing a health professional.

The panel recommended that the clinics be open on evenings and weekends and that they accept walk-in clients. In addition, local health officials should explore the possibility of providing family-planning services in the schools, it urged.

DISTRICTS

Indian Parents in Duluth Demand Magnet School for Their Children

Native American parents in Minnesota have asked the Duluth school district to establish a magnet elementary school where Indian children would receive culturally infused instruction.

Indian parents have been negotiating privately with officials of the 13,000-student district for two years to establish such a school for the approximately 600 Indian children who attend the city's public schools.

But Bill Morrison, a Native American whose foster children attend the public schools, said the parents decided to make their demands public at a recent school-board meeting because they believe the district is inattentive to complaints of harassment by white students and unresponsive to the generally poor academic performance of Indians.

St. Paul, Minn., has recently created an Indian magnet school, and a statewide Indian magnet school has also been proposed.

District officials are scheduled to meet with an Indian parents-advisory group in January to discuss their proposal, said Geraldine Koslowski, the district's Indian education director.

But Mr. Morrison, who sends another of his children to a school on the nearby Fond Du Lac reservation, said Indian parents already have obtained a "commitment" from the tribal government to educate their children in reservation schools.

"We needed to choose the best possible course for our children," he said.

■ **In a ruling thought to be the first of its kind in Pennsylvania, a federal judge has ordered a school district to pay for extra years of schooling for a handicapped boy who was not given a proper educational program.**

The ruling last month by U.S. District Judge Norma L. Shapiro forces the Chester-Upland school district to pay for the education of the boy, known as Lester H., until he reaches age 23½. Under state special-education law, public schooling normally ends at age 21.

The judge said the extra schooling is required to compensate the boy, who is now 11, for two and a half years when the district failed to find him an adequate placement in the type of private-school program that both school officials and the boy's mother had agreed was necessary.

■ **The last-minute intervention of Mayor George Latimer helped avoid the first threatened teachers' strike in St. Paul, Minn., since 1946.**

Mr. Latimer, a former labor lawyer, met with negotiators for the school district and union last week and reached a compromise on Dec. 5, the day before the strike was scheduled to begin.

Teachers in the district will receive an increase of 16.4 percent in their wage-and-benefits package over the next two years. The school board had offered a 15.6 percent increase, while the union had been asking for an 18.3 percent boost.

The 2,600 members of the St. Paul Federation of Teachers overwhelminlgy approved the contract in voting Dec. 6 and 7.

■ **A 35-year-old Natchez, Miss., man has been charged with shooting his wife and raping two of her co-workers in front of a classroom full of kindergartners earlier this month.**

A spokesman for the Natchez police department said Larry Bates was arraigned last week on charges of aggravated assault, capital rape, sexual battery, kidnapping, and possession of a firearm by a felon after he allegedly terrorized a classroom at Northside Primary School where his wife worked as a class aide.

Police are still investigating the motive behind the Dec. 1 attack.

The spokesman said a man entered the 506-student school about 1:30 P.M. with a .38-caliber handgun and took the classroom full of 19 students and three adults, including his wife, hostage.

He then lined the students up against the window between himself and the police outside, the spokesman said.

The man shot his wife, Andrea Bates, twice during the afternoon, wounding her in the head and back. Police last week said she was in stable condition. None of the children was injured.

Eddie Jones, Natchez police chief, negotiated with Mr. Bates through the school's intercom system.

The spokesman said Mr. Bates was apprehended after one of the teachers grabbed the weapon out of his hands while he was